

NDTAC Topical Call: Use of Funds January 16, 2019





The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC)







Meet NDTAC's TA Team



Simon Gonsoulin, Center Director



Rob Mayo (Salmon), Team Lead

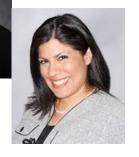
David Blumenthal (Gold)

Katie Penkoff (Teal)

Sara Trevino, TA Team Support









Meet our Panelists

Stephanie Enos, Rhode Island Department of Education

Basil Harris, South Carolina Department of Education

Dorothy (Dottie) Wodraska, NDTAC Expert Panelist and Commissioner, Arizona Juvenile Justice Commission (AJJC)



New Tip Sheet

The Use of Title I, Part D Funds Decision-Making Tip Sheet (September 2018)

https://neglecteddelinquent.ed.gov/resource/ndtac-tip-sheetuse-title-i-part-d-funds-decision-making



NDTAC Tip Sheet

The Use of Title I, Part D Funds Decision-Making Tip Sheet

September 2018

Introduction

This tip sheet describes the purpose of the Title I, Part D (TIPD) program; how TIPD funding can be used; steps to take when reviewing and approving proposed uses of TIPD funds; and examples of allowable and unallowable uses of funds. Understanding allowable, appropriate, and innovative uses of TIPD funds. and seeing examples of how funds are used in other States, is a common need among TIPD coordinators from State education agencies (SEAs); TIPD State agency (SA) and local educational agency (LEAs) subgrantees; and State and local facilities that receive TIPD funding. This document is designed to help those audiences as they consider different ways they could use TIPD funding to improve services and supports for eligible children and youth. This tip sheet is not intended to be a comprehensive review of all possible uses of funds nor an exhaustive inventory of all prohibited uses. As such, the examples in this document may not apply to specific scenarios from other TIPD programs. This document does not provide guidance from the U.S. Department of Education (ED). If you have questions about possible uses of funds, please contact ED or the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC).

Purpose of the TIPD Program

The goals of the TIPD program are to:

- 1. Improve educational services for children and youth who are neglected or delinquent so they have the opportunity to meet challenging State academic content and achievement standards.
- 2. Provide these children and youth with services to successfully transition from institutionalization to further schooling or employment.
- 3. Prevent at-risk youth from dropping out of school and provide youth who have dropped out and children and youth returning from correctional facilities with supports to ensure their continued education

Considering the TIPD program's purpose, TIPD funds are meant to be dedicated to improving academic and social outcomes for children and youth who are neglected, delinquent, or at risk of school dropout. In general, all of Title I of the Elementary and Secondary Education Act, as amended, is guided by the principle of "supplement, not supplant." The spirit of the law, per Section 1415 of the TIPD statute, is that TIPD funds should supplement, not supplant, State or district funding sources. In other words, TIPD funds should not be used to pay for services that can and should be provided by State or school district funds.

It is important that a State's or locality's use of TIPD funds aligns with the TIPD portion of the State's Every Student Succeeds Act plan, other Federal and State requirements and policies, and State and local needs. TIPD is a supplemental program with limited funding; as such, a State's TIPD allocation should be used strategically and in a manner that will positively affect student outcomes.

NDTAC Tip Sheet-The Use of Title I. Part D Funds Decision-Making Tip Sheet





Use of Funds: An Overview

All of Title I, Part D guided by "supplement, not supplant" (section 1415 of the statute)

All uses of funds should align with a state's ESSA plan, other Federal and State requirements and policies, and State needs.



The SEA Role

Helping subgrantees and facilities understand possible uses of Title I, Part D funds:

- Disseminate the statute and nonregulatory guidance on allowable uses of funds
- Collect and share examples of uses of funds from other states
- Develop and maintain a frequently asked questions (FAQ) document about possible uses of funds
- Provide training on uses of funds at state or regional conferences
- Provide technical assistance to subgrantees to convey program requirements, priorities, and available resources:
 - Reviewing applications to ensure allowable and appropriate uses of funds
 - Through subgrantee monitoring



Decision Rules

- Do the proposed uses comply with Federal requirements regarding the use of TIPD funds?
- Do the proposed uses align with goals and objectives of the TIPD part of the State plan?
- Do the proposed uses align with the requirements for and the needs expressed (through a needs assessment) in the subgrantee's application?
- Do the proposed uses comply with other applicable
 Federal regulations for the uses of Title I grant funds?
- Do the proposed uses of funds comply with applicable
 State or local laws and regulations?



Other Factors to Consider

- Is the amount of TIPD funds to be spent on this suggested use reasonable given its proportion of the agency's or facility's overall TIPD allocation?
- Are there other potential funding sources (e.g., State or district funds) available to pay for the proposed use of funds?
- Will the proposed use of funds improve outcomes for the students served, and how?



Other Resources from NDTAC

"Making Sound Use of Funds Decisions"

https://neglected-delinquent.ed.gov/resource/making-sound-use-funds-decisions-title-i-part-d

Program Administration Planning Toolkit

https://neglected-

<u>delinquent.ed.gov/sites/default/files/docs/programAdminPlanningToolkit.pdf</u>

NDTAC Topical Call Series on innovative uses of Title I, Part D funds

https://ndcommunities.ed.gov/events/topical-calls



Rhode Island Title I, Part D Funding Application Cycle

Stephanie Enos, Rhode Island Department of Education Title I, Part D Program Coordinator



RI TIPD Funding Applications

• In Rhode Island, TIPD Funding Applications are part of our State Consolidated Resource Plan (CRP).

Title I-D Adult Corrections

<u>Budget</u>

Application Details

Program Matrix

Maintenance of Effort

Related Documents

Review Details

Title I-D Adult Corrections

<u>Budget</u>

Application Details

Program Matrix

Maintenance of Effort

Related Documents

Review Details



RI TIPD Application Resources

- Technical Assistance Meetings
 - Fall: Longitudinal Data
 - Spring: CRP Application Overview
- CRP Application Guides
 - Department of Children, Youth and Families
 - Department of Corrections
- Accelegrants Document Library
 - New Resource: NDTAC The Use of Title I, Part D Funds Decision Making Tips Sheet



Basil Harris

South Carolina Department of Education



...Overview...

Academics

Transition Services

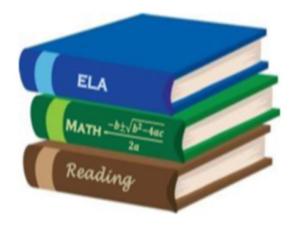
Compliance

Collaboration



Academic Focus

- Reading/English language arts
- Mathematics

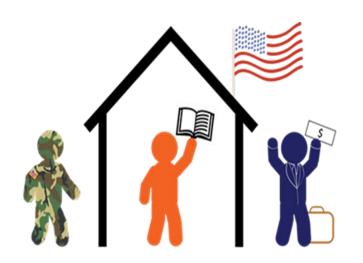




Transition Services

- Back to regular school
- Back to the community
- Preparation for employment
- Preparation for post-secondary education (technical school and college)





Compliance (CFR-Codes of Federal Regulations)

- General considerations in determining allowability:
 - Is the cost reasonable and necessary for the program?
 - Is the expense in compliance with laws, regulations and grant terms?
 - To what extent is the expense allocable to the grant?
 - Is the cost adequately documented?
 - Is it consistent with grantee rules that apply to both Federally funded and non-Federally funded activities?
- Driven by the needs assessment



Creativity



Never be afraid to try something new or different.



Supplemental / Allowable

- Instructional Personnel (Teachers and/or Tutors, Transition Specialist)
- Tutoring (ELA/Reading and Math)
- Computer/Technology Based Instruction
- Technology (Hardware and Software)
- Supplemental Educational Materials
- Extended Day, Year, or Summer Services (Especially for students with IEPs)
- Field Experiences
- Credit Recovery

- GED Preparation
- Post-Secondary Preparation
 - > Defray Costs for:
 - Entrance Exams
 - Placement Tests
 - Dual Credit Enrollment
- Career and Technology Education Course Offerings (Not Already Offered by School/District)
- Career Counseling and Mentoring
- Transportation
- Professional Development Specific to Addressing the Needs of N&D/At-risk Students Served



Collaboration

"I didn't know what I was getting myself into with the program..."

- Having a colleague to share ideas and advice from the trenches
 - ➤ State-State
 - >State-District
 - ➤ District-District
 - ➤ District-Facility
 - > Facility-Facility





Collaboration

Build relationships even during compliance monitoring...









Vita

Basil Harris, IMA, MS, MEd

- Current Position
 - ➤ N&D State Coordinator for South Carolina
 - ➤ Title I, Part A Program Manager
- Previous Positions
 - > Supplemental Educational Services State Coordinator
 - > Fourteen Years in Middle Level Education
 - Former middle school principal and assistant principal
 - Former middle school science and reading teacher
- College and technical school adjunct instructor





Dottie Wodraska

Former Director (ret.) of Juvenile Transition, Maricopa County (AZ) Education Service Agency



Moving beyond compliance and regulations

- Make the needs of youth the first consideration
 - The State plan should reflect the needs of youth
- Program effectiveness should drive consideration
- With limited funding available, "Supplement not Supplant" more difficult to determine than ever before
- Enhance SEA effectiveness with stronger emphasis on technical assistance to reach compliance



Group
Discussion:
Approving
Innovative Uses
of Funds



Save the Date!

What: Webinar

Topic: Making use of Title I, Part D local education

agency workbooks

When: February 5, 2019



